



ST JAMES-SANTEE ELEMENTARY

8900 Highway 17 North
McClellanville, SC 29458

Grades	PK-6 Elementary School	
Enrollment	209 Students	
Principal	Christopher D. Swetckie	843-723-0863
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Below Average	Below Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	Average
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

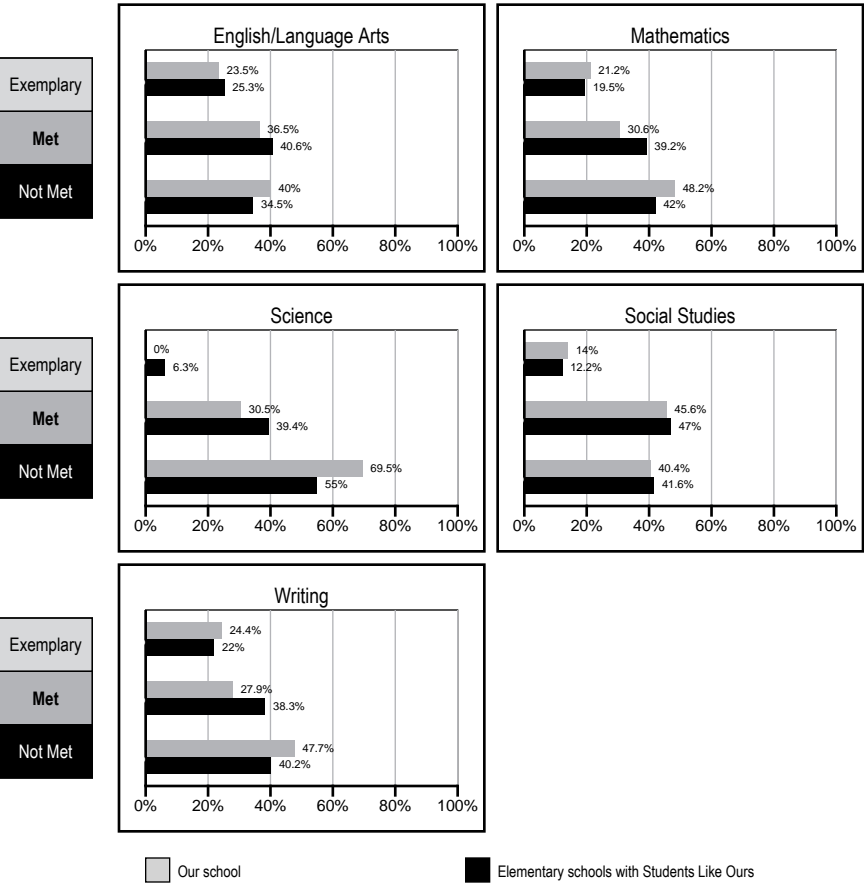
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 98.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	90	59	24

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=209)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.6%	1.5%	1.2%
Attendance rate	95.5%	Up from 95.2%	95.9%	96.1%
Eligible for gifted and talented	2.3%	Down from 4.0%	4.7%	11.7%
With disabilities other than speech	5.2%	Up from 3.6%	8.4%	8.0%
Older than usual for grade	0.0%	No Change	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.0%	0.0%	0.0%
Teachers (n=20)				
Teachers with advanced degrees	60.0%	Down from 61.1%	60.0%	60.5%
Continuing contract teachers	80.0%	Up from 66.7%	79.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.9%	Up from 75.2%	83.5%	87.0%
Teacher attendance rate	96.4%	Up from 95.2%	95.4%	95.4%
Average teacher salary*	\$48,346	Up 1.5%	\$45,479	\$47,288
Professional development days/teacher	8.3 days	Down from 22.9 days	10.6 days	10.5 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Up from 14.8 to 1	17.3 to 1	19.2 to 1
Prime instructional time	91.8%	Up from 89.8%	90.5%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$11,641	Up 0.6%	\$8,599	\$7,548
Percent of expenditures for instruction**	56.5%	Down from 59.1%	68.1%	68.7%
Percent of expenditures for teacher salaries**	53.6%	Down from 54.1%	62.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The faculty, students, and staff of St. James-Santee Elementary School have consistently strived for excellence in all facets of school life, from academics to sports, from the arts to technology, from academic competitions to citizenship. Despite our academic growth and successes, St. James-Santee Elementary students, parents, teachers, and administration sought ways to improve our entire program throughout the year in a quest for excellence.

St. James-Santee Elementary School is a rural school on the northern boundary of Charleston County. We are located in beautiful McClellanville, South Carolina, and we are surrounded by the Francis Marion National Forrest. Our school is known for its high-quality teachers, small class sizes, and ability to personalize learning to meet the needs of each individual student.

St. James-Santee Elementary School focuses on maintaining a professional collaborative culture and making data-based decisions to improve student achievement. Our school collected, correlated, and disaggregated data to make informed decisions about student achievement. More importantly, we took great pride in our small size and made every decision with the best interest of each individual student in mind.

We have worked diligently to provide opportunities for our students to be more engaged in reading, writing, and speaking. We successfully completed our first ever Reading Marathon as a method to reach the district's goal of each student reading 25 books per year.

Our school has begun implementing the PBIS model. Our students are prepared to be more responsible, respectful, reliable, and ready. This year we also added a comprehensive academic intervention program. Students who were ahead or below of their grade level academically were enrolled in a separate class to meet their particular academic needs.

St. James-Santee Elementary School has made solid academic progress over the past few years despite many challenges. We are confident that our student-centered and data-driven approach to student learning yielded strong results as indicated by this year's MAP testing.

Our school has always been committed to the students, families, and the community we serve. With growing and active parent organizations, we hope that all of our stakeholders will continue to be involved in the lives of our students as they reach for new heights in the coming years.

Christopher D. Swetckie, Principal
Sydney Simmons, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	20	23	11
Percent satisfied with learning environment	100.0%	91.3%	70.0%
Percent satisfied with social and physical environment	100.0%	91.3%	80.0%
Percent satisfied with school-home relations	100.0%	100.0%	81.8%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.2%	0.0%	No
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	91	98.9	40	36.5	23.5	69.4	85	83.5	Yes	Yes
Gender										
Male	54	98.2	49	28.6	22.4	67.3	81.6	80.1	N/A	N/A
Female	37	100	27.8	47.2	25	72.2	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	95.3	89.6	I/S	I/S
African American	85	98.8	41.3	35	23.8	68.8	75.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	100	39	39	22.1	68.8	76.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	91	98.9	48.2	30.6	21.2	63.5	81	80.4	Yes	Yes
Gender										
Male	54	98.2	51	28.6	20.4	57.1	78.9	78.4	N/A	N/A
Female	37	100	44.4	33.3	22.2	72.2	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	5	I/S	I/S	I/S	I/S	I/S	94.5	87.8	I/S	I/S
African American	85	98.8	47.5	30	22.5	63.8	68	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	80	100	49.4	31.2	19.5	63.6	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	62	100	N/A	N/A	N/A	30.5	67.4	67.3
Gender								
Male	40	100	N/A	N/A	N/A	27	66.2	66.9
Female	22	100	N/A	N/A	N/A	36.4	68.5	67.7
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	89	79.6
African American	57	100	N/A	N/A	N/A	29.6	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.2	58.6
Socio-Economic Status								
Subsidized meals	56	100	N/A	N/A	N/A	29.1	49.3	55.4

Social Studies

All Students	59	100	40.4	45.6	14	59.6	73.8	70.9
Gender								
Male	30	100	44.8	37.9	17.2	55.2	72.3	70.1
Female	29	100	35.7	53.6	10.7	64.3	75.3	71.7
Racial/Ethnic Group								
White	3	I/S	I/S	I/S	I/S	I/S	90.1	79.2
African American	55	100	42.6	44.4	13	57.4	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.7	68
Socio-Economic Status								
Subsidized meals	53	100	39.2	49	11.8	60.8	60.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	91	100	47.7	27.9	24.4	52.3	75	72.1	95.5	95.7
Gender										
Male	53	100	55.1	22.4	22.4	44.9	69.1	65.2	95.7	95.5
Female	38	100	37.8	35.1	27	62.2	81	79.2	95.3	95.8
Racial/Ethnic Group										
White	6	I/S	I/S	I/S	I/S	I/S	91	80.8	91.7	95.8
African American	84	100	47.5	27.5	25	52.5	60.2	59.7	95.7	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	N/A	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.7	64.6	N/A	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	28.4	27.7	95.4	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	63.7	N/A	96.3
Socio-Economic Status										
Subsidized meals	81	100	48.7	26.9	24.4	51.3	61.1	61.9	95.4	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	35	100	30.3	51.5	18.2	69.7
	4	16	100	18.8	56.3	25	81.3
	5	24	100	45.5	40.9	13.6	54.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	18	100	29.4	29.4	41.2	70.6
	4	31	100	29	54.8	16.1	71
	5	18	100	26.7	33.3	40	73.3
	6	24	95.8	72.7	18.2	9.1	27.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	35	100	45.5	42.4	12.1	54.5
	4	16	100	37.5	31.3	31.3	62.5
	5	24	100	45.5	36.4	18.2	54.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	18	100	41.2	29.4	29.4	58.8
	4	31	100	38.7	45.2	16.1	61.3
	5	18	100	46.7	20	33.3	53.3
	6	24	95.8	68.2	18.2	13.6	31.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	17	100	68.8	25	6.3	31.3
	4	16	100	50	43.8	6.3	50
	5	12	100	45.5	45.5	9.1	54.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	10	I/S	I/S	I/S	I/S	I/S
	4	31	100	N/A	N/A	N/A	41.9
	5	9	I/S	I/S	I/S	I/S	I/S
	6	12	100	N/A	N/A	N/A	18.2
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	18	100	52.9	35.3	11.8	47.1
	4	16	100	12.5	43.8	43.8	87.5
	5	12	100	N/AV	N/AV	N/AV	27.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	8	I/S	I/S	I/S	I/S	I/S
	4	31	100	35.5	48.4	16.1	64.5
	5	9	I/S	I/S	I/S	I/S	I/S
	6	11	100	N/A	N/A	N/A	27.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	34	100	27.3	39.4	33.3	72.7
	4	16	100	37.5	37.5	25	62.5
	5	23	100	59.1	27.3	13.6	40.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	18	100	47.1	23.5	29.4	52.9
	4	32	100	37.5	43.8	18.8	62.5
	5	18	100	26.7	26.7	46.7	73.3
	6	23	100	77.3	9.1	13.6	22.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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